



SALESIAN COLLEGE CHADSTONE YEAR 7 CURRICULUM BOOK 2010

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A JOURNEY OF EXCELLENCE





INTRODUCTION

The curriculum offered at Year 7 is the first part of an integrated and sequential program offered over six years at Salesian College. It is designed not only to help students make the transition from primary school with ease, but to provide the foundation on which each student builds a program to best suit his talents and ambitions.

This booklet provides an outline of the syllabus for each subject studied by the students at Year 7. The College's Years 7 - 10 Curriculum is guided by the key learning outcomes specified in the Victorian Essential Learning Standards established by the Victorian Curriculum and Assessment Authority. The format for each subject includes: an overview, the structure of the subject and details regarding Work Requirements which must be completed. The final sections convey information concerning how students will be assessed.

It is hoped that this book will be referred to at various times during the year to promote dialogue between parents/guardians and their son in relation to studies at school. We recognise that the family is the first educator. The school aims to complement the important role of the family. By providing parents/guardians and students with information about the course of studies that the student will undertake during the year, we encourage parents/guardians to take an active interest in their son's academic progress and encourage the students to share their experiences at school with them.

The information in this book may be useful in preparation for Parent-Teacher interviews during the year. Parents/Guardians are always welcome to contact a teacher, their son's Homeroom Mentor or the Year Level Co-ordinator if there is a concern with their son's academic progress.



RELIGIOUS EDUCATION

OVERVIEW

This program introduces students to the Salesian way of life and provides a broad framework for their exploration of the traditions and teachings of the Catholic Church. The core beliefs of the Catholic Church and their liturgical expression are studied and the Hebrew Scriptures are explored. Religious Education is a core subject in Year 7 consisting of four periods per week. Participation in liturgical activities is at the heart of College life and, as a year level, students attend Mass each fortnight.

The development of the whole person is integral to the educative process at Salesian College. Consequently personal development is an important component of the Religious Education program. This aspect of the curriculum assists students in their transition from primary to secondary school and in their understanding of some of the challenges they face as adolescents.

STRUCTURE

Standards in the Religious Education domain are divided into the following three dimensions: *Religious Knowledge and Understanding*; *Reasoning and Responding*; and *Personal and Communal Engagement*.

Religious Knowledge and Understanding focuses on the knowledge and understanding of the key practices and beliefs of Christian communities both present and past.

Reasoning and Responding focuses on the development of ways of thinking and acting as a response to Christian knowledge and understanding. It enables students to respond to the Catholic tradition and its call to building the reign of God.

Personal and Communal Engagement focuses on the nurturing of the spiritual life as part of a faith community which serves the community. Religious Education goes beyond the classroom to include retreats, the sacramental life of the Church, leadership formation and contributing to civic and faith communities.

WORK REQUIREMENTS

Students will be required to present a number of minor tasks related to topics in addition to maintaining accurate notes and completing the following major Work Requirements.

Semester One

1. Assignment: Interview and report on a member of the College Community
2. An Investigation of Holy Week, highlighting contemporary liturgical celebrations
3. Research task: Beliefs of the Catholic Church.

Semester Two

1. Investigation: Introduction to the Bible/Hebrew scriptures
2. Assignment: Investigation of an Old Testament figure.
3. Report: An exploration of the importance of dignity in the human person

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Religious Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the Religious Education standards.

TEXT

'To Know Worship and Love'

(Archdiocese of Melbourne Religious Education Text Year Seven)



ENGLISH

OVERVIEW

The English domain is centred on the study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including texts such as novels, short stories, poetry, plays, films and newspapers. The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas.

STRUCTURE

Standards in the English domain are divided into the following three dimensions: *Reading*, *Writing*, and, *Speaking and Listening*.

The **Reading** dimension involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual print and non-print texts.

The **Writing** dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance.

The **Speaking and Listening** dimension refers to the various formal and informal ways oral language is used to convey and receive meaning.

WORK REQUIREMENTS

As the learning in these dimensions is interrelated, Semester One and Semester Two both cover the dimensions in a similar format but in differing ways. In each semester, work will be set according to the following guidelines.

1. Text Response

Students are required to complete an extended piece of writing (either an essay or a creative text response) on each set text studied. Students will be expected to read and view a number of works in addition to the set texts, including newspaper articles as well as complete a range of shorter exercises as set by their teachers.

2. Writing Folio

Students will complete pieces of writing chosen from a range of text types, including personal, imaginative, argumentative, persuasive, informative and instructional.

3. Oral Communication

Students will be assessed on their ability to prepare and deliver a formal oral presentation to their class, and are expected to actively and sensibly participate in class discussions and other group activities.

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



MATHEMATICS

OVERVIEW

At Salesian College, Mathematics is a core subject consisting of five periods per week. The course has been developed to provide students with an opportunity to develop and extend their skills. In Year 7, the students come from a variety of feeder primary schools and we aim to consolidate and improve the skills that students have brought with them, by using teaching methods that are familiar to them, where possible. Mathematics is at the heart of technological changes in our society and is, therefore, necessary for those wishing to participate fully in society and cope with its changes. Hence, Mathematics is seen as an important learning area for all students.

STRUCTURE

Standards in the Mathematics domain are divided into the following five dimensions: *Number*, *Space*, *Measurement*, *Chance and Data*, *Structure* and *Working Mathematically*

Number focuses on developing students' understanding of counting, magnitude and order

Space focuses on developing students' understanding of shape and location

Measurement, Chance and Data focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference

Structure focuses on developing students' understanding of set, logic, function and algebra

Working Mathematically focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modeling and investigation

WORK REQUIREMENTS

Semester One

1. Formal Tests

Students are required to complete a formal test on each unit of work. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

In consultation with the teacher, a Computation Investigation will be explored and completed. The Work Requirement can take the form of a written report, or an oral or poster presentation as determined by the teacher.

Semester Two

1. Formal Tests

Students are required to complete a formal test on each unit of work. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

In consultation with the teacher, a Measurement Investigation will be explored and completed. The Work Requirement can take the form of a written report, or an oral or poster presentation as determined by the teacher.

EXAMINATION

Students will complete an examination covering each semester's work.

EXPECTATION

All students will maintain a Mathematics Workbook, which will contain all tasks completed for each unit of work. This will include work completed in class, at home or for revision. Students will regularly work on and complete set exercises and activities as they progress through each unit of work. These exercises may be drawn from the Maths Mate resource or from their text book. Students are expected to have a scientific calculator.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 7 Mathematics for each semester. They are also awarded separate numerical grades for their performance on tests for each of the above Work Requirements. Students will also be assessed against the VELS standards.



SCIENCE

OVERVIEW

A major goal of science education is to develop citizens who are capable of engaging in informed community debate about science and its applications. Australian society will continue to be shaped by the natural environment in which we live, which in turn, will continue to be shaped by our society.

At Salesian College, Science is a core subject consisting of four classes per week which entails classroom work, discussion, theory and practical work in the laboratory. The course has been developed to introduce students to the various disciplines of Science in a secondary college (with particular emphasis on Physics, Chemistry and Biology) and to develop practical laboratory skills.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Knowledge and understanding* and *Science at work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science.

Science at work focuses on students experiencing and researching how people work with and through science.

WORK REQUIREMENTS

The Work Requirements for the year consist of the following:

Semester One

1. Topic assessment: varied depending on nature of topic.
2. Laboratory Practicals: An overall mark is allocated based on the assessment of various practical reports.
3. An assignment on particular techniques that can be used to separate a mixture..

Semester Two

1. Topic assessment: varied depending on nature of topic.
2. Laboratory Practicals: An overall mark is allocated based on the assessment of various practical reports.
3. Students are to select a particular animal and research it. Details must include body structure and function, where it lives, what it eats and its adaptations to its environment.

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 7 Science for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



HUMANITIES

OVERVIEW

Humanities is a core subject consisting of three classes per week. It involves the study of human societies and their interaction with environments, both past and the present. It encourages the students to use a range of skills as they develop their civic responsibilities through discipline based learning in the areas of Economics, Geography and History.

Semester One will focus on citizenship issues and a study of ancient civilizations.

Semester Two will focus on Geospatial skill development, application and personal financial literacy.

STRUCTURE

Standards in the VELS **Level 5 Humanities** are covered. Each of the areas has two dimensions.

Civics and Citizenship

- **knowledge and understanding** explains the origins and features of representative government, the purpose of laws and the process for creating and changing them.
- **community engagement** explores the democratic processes through research which encourages the formation of opinions and participation in events in the school or local community.

Economics

- **knowledge and understanding** explains the economic problem and how to make informed consumer decisions, demonstrating the development of personal financial literacy.
- **reasoning and interpretation** encourages the inquiry process to investigate, analyse and interpret data to assess the impact at personal, local and national levels.

Geographical

- **knowledge and understanding** considers the interaction of physical processes and human activities relating to environmental issues of Australia and the surrounding regions.
- **geospatial skills** involves the collection of information for analysis and evaluation in the construction of maps using appropriate conventions.

Historical

- **knowledge and understanding** involves an analysis and description of key events in ancient societies.
- **reasoning and interpretation** encourages the use of relevant historical conventions, such as Bibliographies to present a point of view.

WORK REQUIREMENTS

Semester One

1. **Citizenship Folio:** Responses to various activities that demonstrate rights and responsibilities of good citizens.
2. **Mystery Box:** A collection of primary and secondary sources of evidence used to understand and evaluate historical concepts and form a historical hypothesis.
3. **Research Assignment:** A description and analysis of key historical, geographical and political aspects of an Ancient Asian Civilization.

Semester Two

1. **Map Design:** Demonstrate an understanding of mapping skills, through the design of an imaginary island.
2. **Research Report:** Physical features and management of a Victorian environment.
3. **Case Study:** Analysis of operating a personal bank account.

EXAMINATION

Students will complete an Examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance each semester. They are also awarded separate grades for each of the Work Requirements and will be assessed against each of the VELS standards.



LANGUAGES OTHER THAN ENGLISH

ITALIAN

OVERVIEW

Italian in Year 7 will consist of three periods a week. The course is designed to develop both oral and written communicative competence at a beginner's level in personal and social situations. Students learn to both understand and produce introductory level Italian within the world of their experience.

Students learn about the basic geography and history of Italy, and compare size, location, and topography with Australia. They learn the customs associated with the festivals and events which mark the cycle of the year, and some customs and manners in daily life. Students also develop knowledge of the connections between language and culture, and how culture is closely related with the communication system.

STRUCTURE

Standards in the Languages Other Than English domain are divided into the following two dimensions: *Communicating in a language other than English* and *Intercultural knowledge and language awareness*

Communicating in a Language other than English focuses on developing skills in effective sound discrimination, using culturally specific gestures and body language in different situations, introducing themselves, greeting and farewelling others and in exchanging simple information on topics of daily life.

Students identify similar letters that sound different in the language. They also read short texts for meanings and aloud, applying knowledge of pronunciation and punctuation.

Intercultural Knowledge and Language Awareness focuses on active contribution to the establishment of a physical and language environment in the classroom that reflects the language and culture, developing knowledge of the culturally appropriate use of the language in respect to different circumstances and gaining understanding of diverse views and beliefs within and between communities.

WORK REQUIREMENTS

1. Oral and Aural Tasks
2. Cultural Tests
3. Tests on language structure and vocabulary
4. Written Tasks

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Languages Other Than English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



DESIGN - ART

OVERVIEW

Students develop two-dimensional and three-dimensional art works in the areas of drawing, painting, printmaking, ceramics and sculpture. They also complete practical work in the area of visual communication. Students are encouraged to develop and refine ideas, experiment with materials and techniques and to explore design elements and principles. The course also introduces students to art appreciation and visual analysis.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students explore ideas and feelings through making and presenting art works.

The ***Exploring and Responding*** dimension focuses on interpreting and responding. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of art works.

WORK REQUIREMENTS

1. Folio

A collection of finished work in the areas of:

- Drawing;
- Painting;
- Printmaking;
- Ceramics;
- Sculpture;
- Cross-media; and,
- Visual communication.

2. Visual Diary

Maintain an organised visual diary, which includes:

- Exploratory drawings;
- Visual references; and
- Work trials and plans.

3. Art Appreciation

Visual analysis of artworks, which includes:

- Identification of art elements and principles; and
- Exploration of how artworks communicate ideas and feelings.

EXAMINATION

Students will complete an end of semester test.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Art and Design. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



CLASSROOM MUSIC

OVERVIEW

Music is a core subject consisting of two lessons per week. The sequential course follows the Kodaly Philosophy for Music Education which stresses that every person has musical aptitude. During one lesson per week, students will undertake both instrumental tuition within a Concert Band and Class Choir in alternate semesters. The second lesson of the week offers students the opportunity to apply learned concepts to listen and respond to aural stimuli, compose and perform during a range of individual and small group activities.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

Semester One and Semester Two

1. Composition Folio

Students will undertake a variety of compositional activities demonstrating a range of skills and techniques in organising and performing music elements.

2. Listening Folio

Through listening activities, students will identify and answer questions relating to Musical Elements, Music Theory and Musical Instruments and their Families (Semester One), Music Theory and Program Music (Semester Two).

3. Performance Folio (Class Band or Class Choir)

Students will learn to prepare musical works for performance using rehearsal and self-evaluation while gaining an understanding of the role of soloists and the conductor and their own role within an ensemble environment. They are required to perform set pieces throughout the semester.

4. Mini Quizzes

Students will complete topic quizzes on aural and theoretical concepts covered throughout the semester. These tests will assist in the acquisition and consolidation of key concepts and knowledge.

EXAMINATION

Students will complete an end of semester test.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Music for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



HEALTH AND PHYSICAL EDUCATION

OVERVIEW

The subject of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle and physical activity.

STRUCTURE

Standards in the Health and Physical Education domain at Year 7 level are divided into the following two dimensions: *Movement and Physical Activity* and *Health Knowledge and Promotion*

The ***Movement and Physical Activity*** dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue.

The ***Health Knowledge and Promotion*** dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community and the factors that influence food selection and the role of nutrition on health growth and development.

WORK REQUIREMENTS

Semester One

1. Fitness Testing
2. Analysis of Fitness Testing Results
3. Sun Smart Brochure
4. Water Safety Assignment

Semester Two

1. Fitness Testing
2. Analysis of Fitness Testing Results
4. Human Skeleton and Muscles / Worksheet Tasks
5. Healthy Eating Poster

EXAMINATION

Students will complete an end of semester test.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Health and Physical Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



DESIGN - TECHNOLOGY STUDIES

OVERVIEW

Technology Studies is a core semester length subject during which students gain knowledge and develop skills through investigating, designing, producing, and evaluating usable products. A variety of materials are introduced to students including wood, metal and plastic. Students are encouraged to investigate issues of suitability before selecting materials or formulating design ideas. Next, in the design stage, students transform ideas into a design plan prior to production. In a workshop setting, students learn the correct use of basic hand tools including a variety of saws, hammers, files, wood planes and more. Finally, students are required to evaluate the effectiveness of their finished product, by making judgments concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions

- **Investigation and Designing**
Having conducted a thorough investigation into materials and design options, students develop an effective plan prior to production
- **Producing**
Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.
- **Analysing and Evaluating**
In this dimension, the outcomes of design and production activities are scrutinized and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. **Investigation and Designing**
Students submit a formal design plan that applies appropriate methods of drawing, writing and communications technology (ICT) where useful. Relevant and effective investigation must be demonstrated.
2. **Production**
Students are required to demonstrate a sound appreciation of safe workshop practices, tool suitability and processes whilst creating a three dimensional product
3. **Evaluation**
Students submit a written report that reflects on their product in terms of its effectiveness and suitability

EXAMINATION

Students will complete an examination covering the semester's work

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Technology Studies. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards.